

The background of the slide is a photograph of a green chalkboard. Two pieces of pink chalk are lying on the left side of the board. There are some faint, white chalk markings on the board, including a large 'O' on the left and some scribbles in the center and bottom. The title text is overlaid on the right side of the board.

The Montana Behavioral Initiative

An Introduction to
MBI



WHY... A BEHAVIORAL INITIATIVE IN MONTANA?

**ALL children deserve the
opportunity to grow up in
schools and communities that
support them in making
healthy choices**

MISSION STATEMENT

- The Montana Behavioral Initiative (MBI) assists educators, parents, and other community members in developing the attitudes, skills and systems necessary to ensure that each student, regardless of ability or disability, leaves public education and enters the community with social and academic competence.



ATTITUDES...



Effective programs and schools:

- have unconditional positive regard for students
- maintain a positive and proactive focus
- assert beliefs of responsibility and self-efficacy
- affirm high, success-oriented student expectations



SKILLS...



Effective programs and schools:

- match instruction and services to individual student needs
- employ a proactive curricula
- use validated instructional strategies
- provide systematic data-based interventions



SYSTEMS...

Effective systems:

- are supported by strong leaders
- provide an array of services
- engage parents
- collaborate with community agency and service providers
- employ school-wide approaches involving both general and special educators
- engage in systematic staff development for school improvement
- conduct ongoing program evaluation
- have a clearly defined vision for improvement

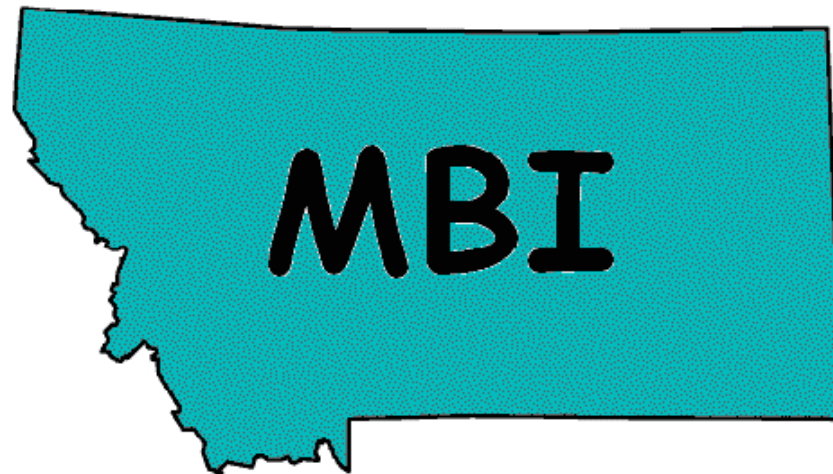


Effective School
Research can be
accessed at
www.nwrel.org



WHAT...

...is the Montana
Behavioral
Initiative?





A PHILOSOPHY....

BELIEF
STATEMENTS



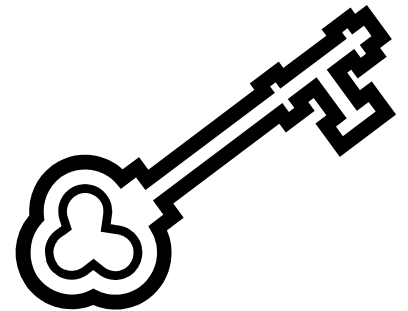
MBI BELIEF STATEMENTS

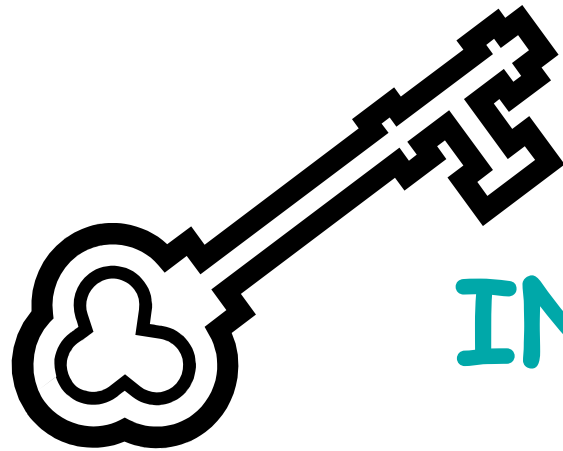
- Students should be taught all the skills necessary for success: academic, social, emotional and behavioral.
- Schools are places where students can learn and practice positive interpersonal, cross-cultural and citizenship skills.
- A caring school climate and positive relationships between students and staff are critical to student success and provide an environment where academics flourish.
- Schools are places where youth have access to many significant adults to help them feel collectively and individually valued.
- Schools and communities must work together to meet the diverse needs of students and honor the traditions and contributions of both family and community members.
- All students are entitled to be treated with dignity and respect.
- Successful schools gather and use a variety of information to improve teaching and learning.
- Effective use of a team approach involving all school staff working together provides a consistency which enhances student success.
- Positive, proactive and preventative efforts of schools and communities can create a school climate free of stereotyping, harassment and violence--filled with a concern for justice and fairness.

A PROCESS....



- **KEY
INDICATORS**





MBI KEY INDICATORS

- MBI Training
- MBI Team Process
- Proactive Support Systems
(Best Practices)
- Evaluation Process
(Data-Based Decision Making)
- Community Process





MBI TRAINING GOAL

- *To increase the awareness of effective school practices*
 - MBI Summer Institute
 - Facilitator/Team Training
 - Youth Days
 - On-Site Consultation
 - Building and District Level Training



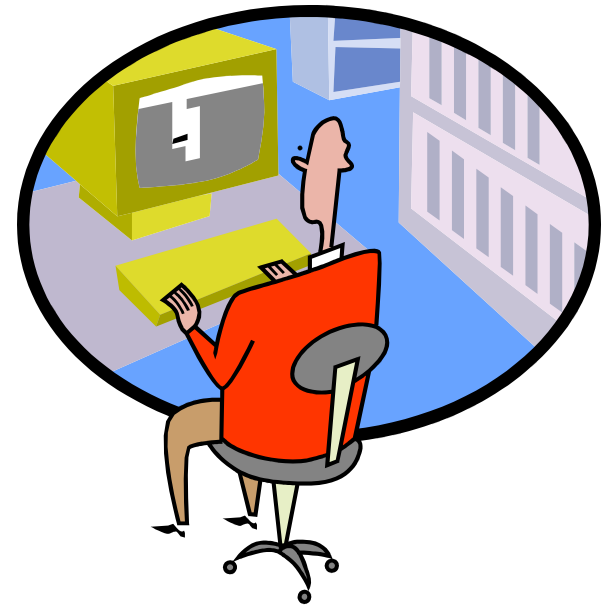
MBI TEAM PROCESS GOAL

- *To increase and improve the use of team process in educational decision making and in addressing issues concerning our youth*
 - Administrative Commitment
 - MBI Team Established
 - Trained Facilitator
 - Site Specific Goals and Strategies

PROACTIVE SUPPORT SYSTEMS USING BEST PRACTICE GOAL

- *To support the implementation of best practices procedures in Montana's schools and foster beliefs which hold that all children are valued and that positive approaches produce the most satisfying results*

• Research-Based
Supports and
Interventions



BEST PRACTICE: Designing School-Wide Systems for Student Success

Academic Systems

Behavioral Systems

INDIVIDUAL INTERVENTIONS

- Assessment- based
- High intensity

5%

TARGETED GROUP INTERVENTIONS

- Some students (at-risk)
- High efficiency
- Rapid response

15%

UNIVERSAL INTERVENTIONS

- All students
- Preventive, proactive

80%

INDIVIDUAL INTERVENTIONS

- Assessment- based
- Intense, durable procedures

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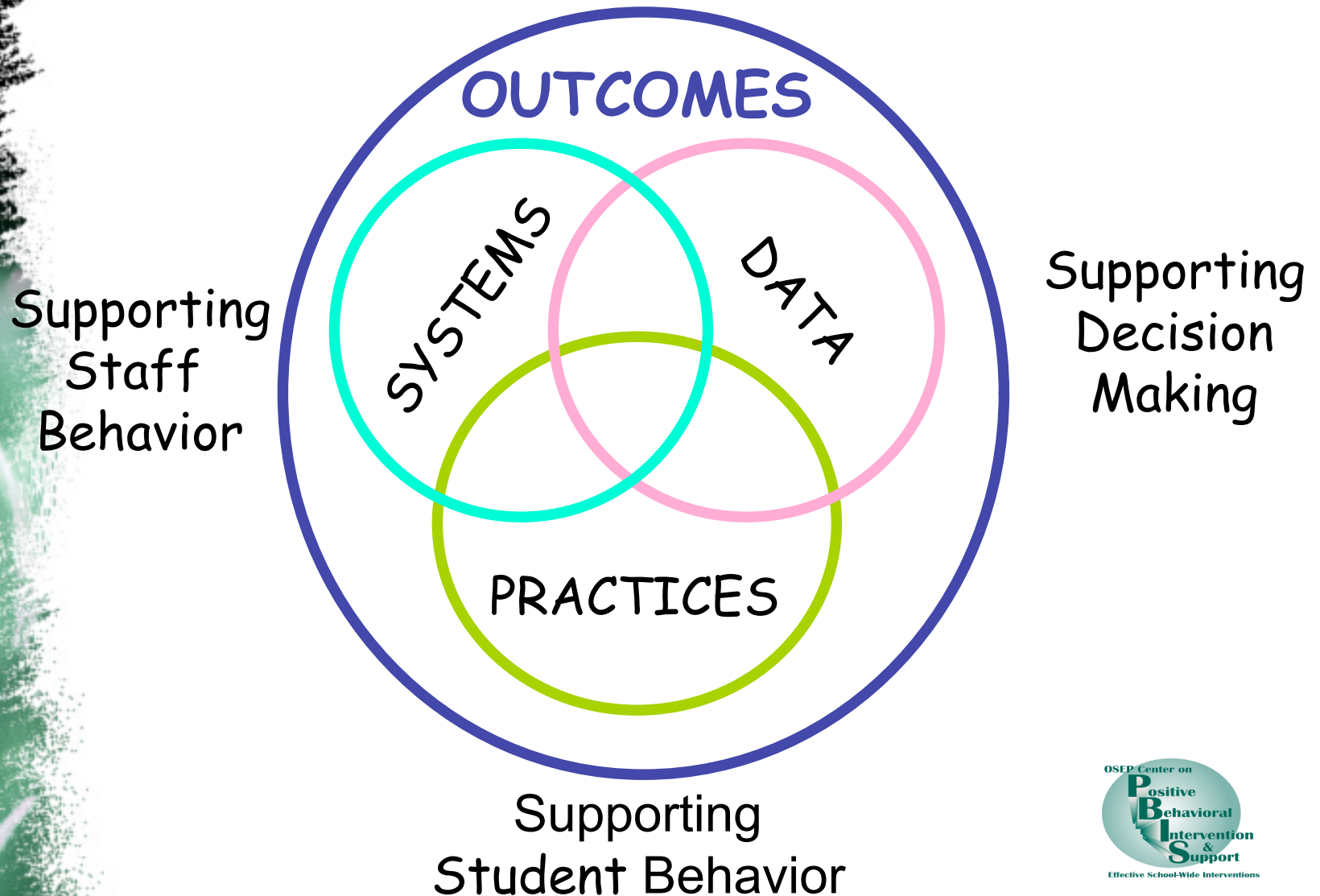
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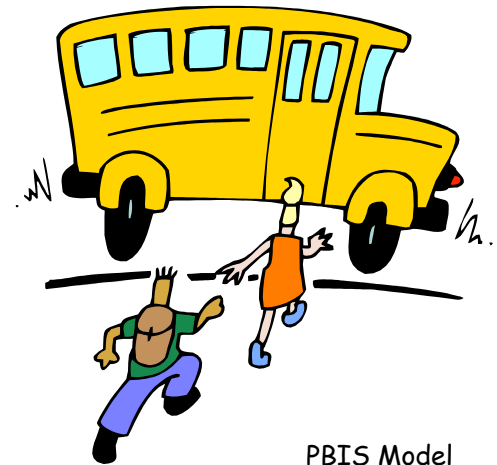
BEST PRACTICE: Supporting Social Competence & Academic Achievement



PRACTICES



What We Do For Students



PBIS Model
Dr. Tim Lewis
University of Missouri

SYSTEMS

How We Support Adults



PBIS Model
Dr. Tim Lewis
University of Missouri

DATA

How We Make Decisions



PBIS Model
Dr. Tim Lewis
University of Missouri



MBI EVALUATION PROCESS GOAL

- *To increase awareness regarding the value and use of data-based decision-making in education*
 - Data collection and analysis
 - Goals data-based
 - Evaluation for effectiveness



MBI COMMUNITY PROCESS GOAL

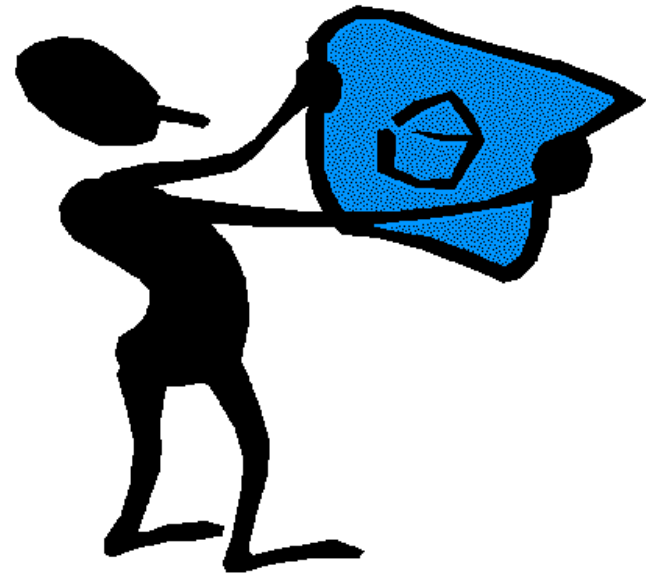
- *To foster the belief that the education of today's youth is a community responsibility*
- Promote and facilitate community awareness and involvement
- Creating family-community-school partnerships
 - Parenting
 - Communications
 - Volunteering
 - Learning at Home
 - Governance and Advocacy
 - Community Collaboration/Outreach

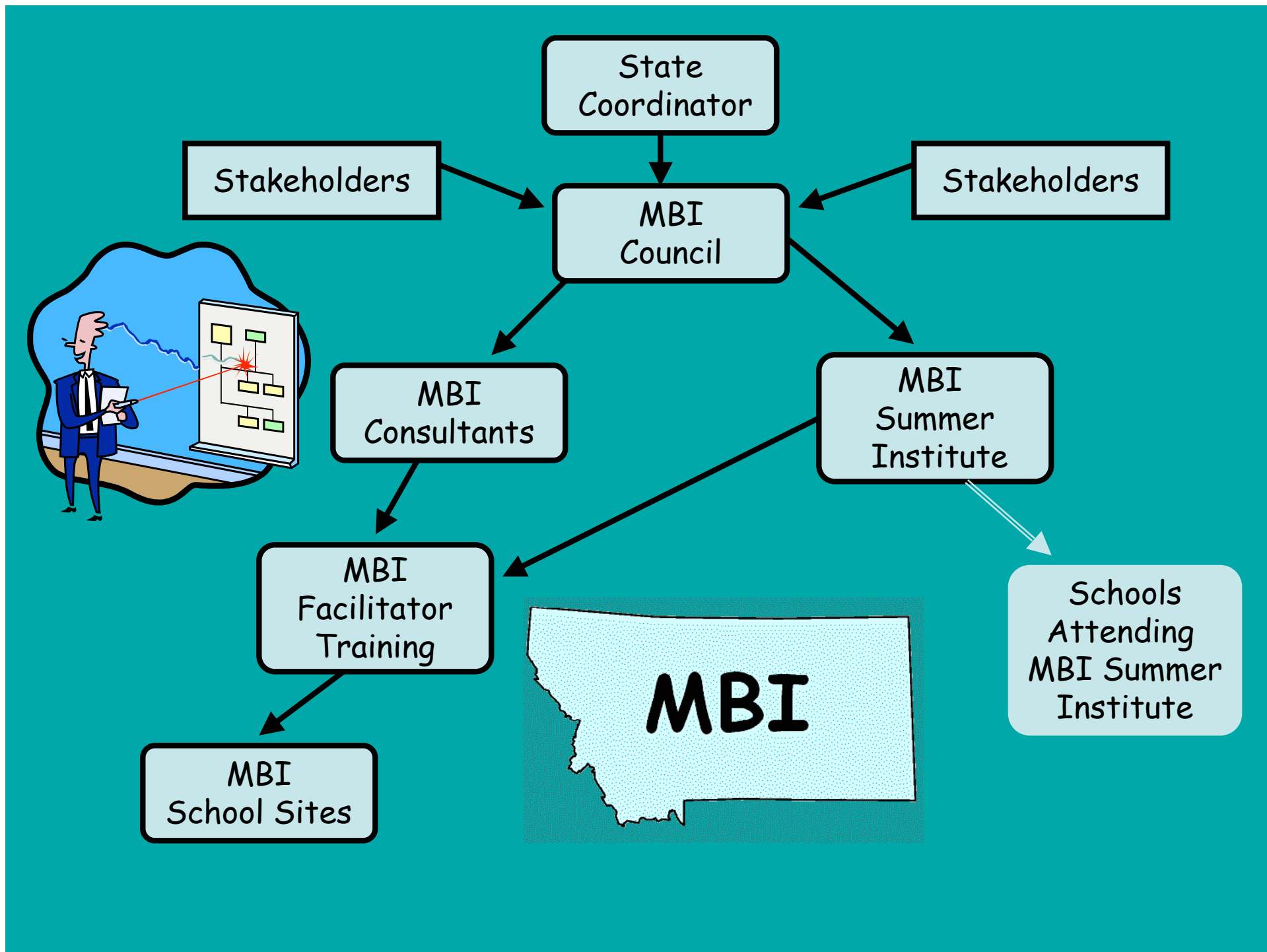
TOOLS FOR SUCCESS



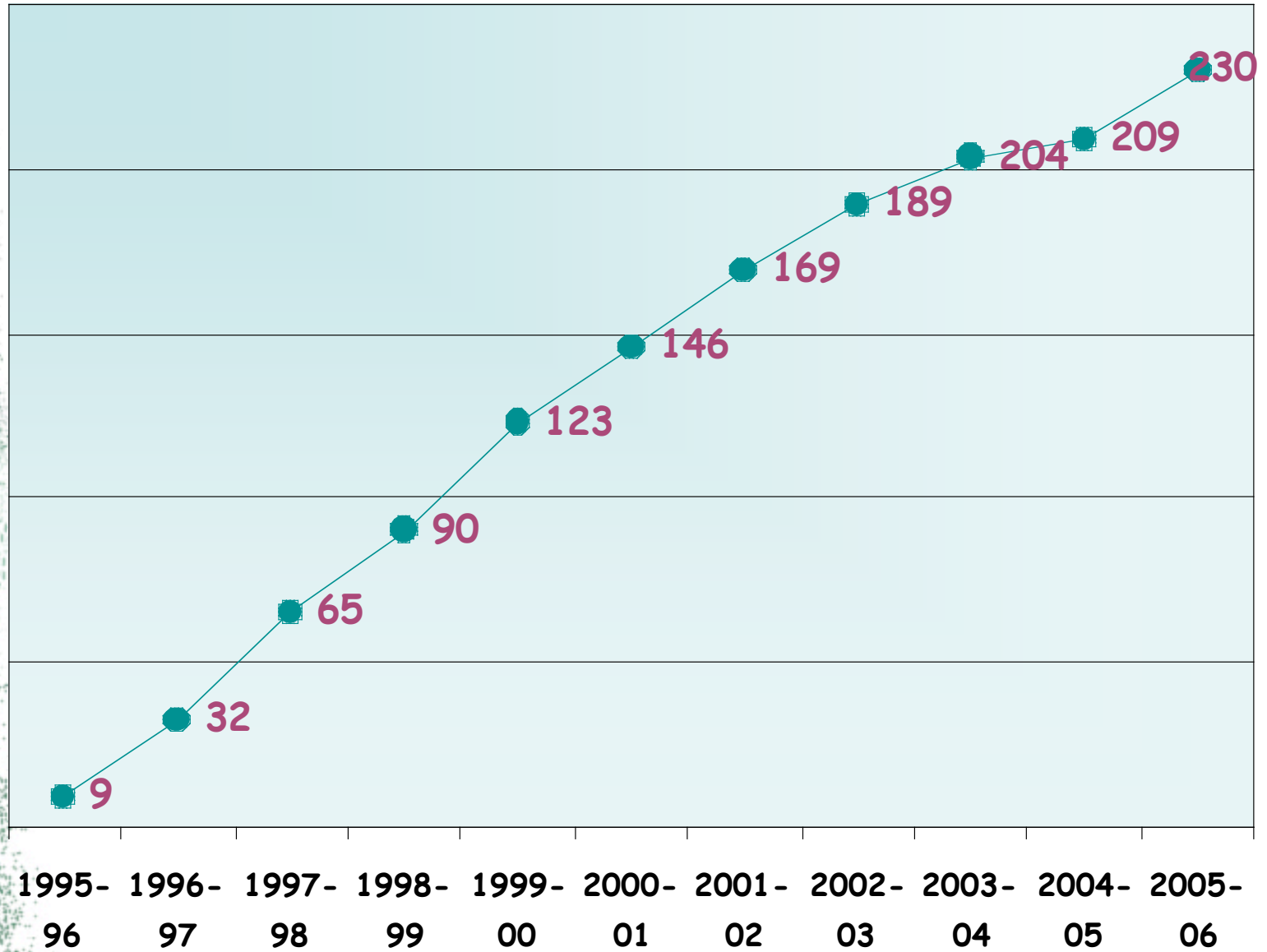
• MBI BLUEPRINT

- Implementation
- Planning
- Evaluation

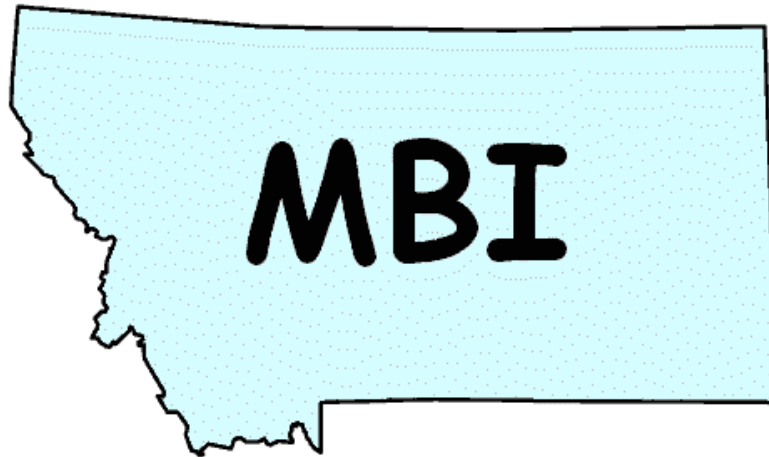




MBI SITES



Continuing the Journey...



Taking MBI to Scale...

- Using data to
determine
effective systems



KEEPING IN MIND...

It's not just about
BEHAVIOR...



It's about creating an
environment that is
essential for student
LEARNING.

